DOCUMENT RESUME

ED 365 660 SP 034 953

TITLE	Implementation of the Teacher Education External Program Review Team's Recommendations on Teacher Education. Status Report. Presented to the Oklahoma State Regents for Higher Education.
INSTITUTION	Oklahoma State Regents for Higher Education, Oklahoma City.
PUB DATE	23 Sep 93
NOTE	33p.
PUB TYPE	Reports - General (140)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); Educational Innovation; Elementary Secondary Education; Higher Education; *Improvement Programs; Institutional Cooperation; Program Evaluation; Program Implementation; *Program Improvement; State Programs; *State Standards; Teacher Certification; *Teacher Education Programs; Universities; Validated Programs
IDENTIFIERS	*Action Plans; Holmes Group; National Council for Accreditation of Teacher Educ; *Oklahoma

ABSTRACT

The report of the External Program Review Team on Teacher Education to the Oklahoma State Regents for Higher Education featured 23 recommendations for Oklahoma to become a leader in teacher education. The recommendations were grouped into five categories of concerns: program rigor, faculty resources, technology, interrelationships/leadership, and teacher certification. An action plan to implement the recommendations was initiated. The plan began with a Regents staff visit to the 12 state institutions with an agenda listing items for discussion and requests for selected updated materials. In line with the first two recommendations, the plan focused on program viability. This status report is divided into 8 sections: (1) background information; (2) program viability; (3) categories of concerns; (4) incentive grant funding for innovative teacher education programs; (5) NCATE accreditation; (6) Holmes Group; (7) a summary of activities responding to the 23 recommendations of the external program review team; and (8) conclusions drawn from the process. Three appendixes provide: a table of responses to the recommendations of teacher education external program review team by category; topics for discussion at institutional visits; and a summary of discontinuations and a review of options in teacher education by institution. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 365 660

SP

STATUS REPORT:

on the

Implementation of the Teacher Education External Program Review Team's Recommendations on Teacher Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented to the
Oklahoma State Regents for Higher Education
September 23, 1993

SB349953

BEST COPY AVAILABLE

TABLE OF CONTENTS

I. Background 1

II. Program Viability 2

III. Categories of Concerns 3

A. Program Rigor 3
B. Faculty Resources 4
C. Technology 4
D. Interrelationships/Leadership 5
E. Teacher Certification 6

IV. Innovative Teacher Education Programs 6

V. NCATE Accreditation 6

VI. The Holmes Group 7

VII. Summary of Activities Responding to the 23 Recommendations of the External Program Review Team 9

VIII. Conclusions 12

Appendix A Response to Recommendations of Teacher Education External Program Review Team 13

Appendix B Topics for Discussion at Institutional Visits 16

Appendix C Summary of Discontinuations and Review of Options in Teacher Education by Institution 17

STATUS REPORT:
Implementation of the External Program Review Team's Recommendations on Teacher Education

I. BACKGROUND

On November 6, 1992 the report of the External Program Review Team on Teacher Education to the Oklahoma State Regents for Higher Education was formally accepted by the Regents. The report featured 23 "Recommendations for Oklahoma to Become a Leader in Teacher Education." The State Regents' staff responded with an Action Plan to implement the recommendations. The plan was accepted by the State Regents on December 18, 1992.

The Action Plan was based on the following assumptions:

- The systemwide recommendations made by the External Review Team are valid;
- The recommendations apply to individual institutions differently in both scope and intensity;
- Responding to the recommendations as deliberately and rapidly as possible is desirable;
- The concerns for program rigor and faculty resources should be addressed first;
- Collaboration among the State Regents, the State Department of Education, and the higher education institutions is critical for successful implementation of the recommendations; and
- Constructive responses to the recommendations will result in more effective classroom teachers.

The Action Plan grouped the External Program Review Team recommendations into five categories of concerns: 1) Program Rigor; 2) Faculty Resources; 3) Technology; 4) Interrelationships/Leadership; and 5) Teacher Certification. A chart in the plan presented target dates for action and identified the contemplated action and who was responsible. (Appendix A.)

State Regents' staff visited the twelve state institutions. The visits were approximately three hours in length and, for all but one, addressed a 20-item agenda. (Appendix B.) The agenda, listing items for discussion and requesting selected updated materials, was distributed in advance to each institution. The exception occurred because one institution was visited prior to the development of the agenda.

Participants in the discussions were the Regents' staff member, the vice president for academic affairs, and others locally selected. These participants varied by institution, but in all cases included the dean of the school of education. Others involved were graduate deans, administrative staff, deans of other schools, department chairs, faculty, and directors.

The discussions were candid. Attitudes were positive. A spirit of collaboration to meet the objectives of the program review prevailed.

Individual institutional reports based on information gained from the visits and evaluation of relevant materials were prepared in summary form and distributed to each institution. The reports addressed items pertaining to program viability, program rigor, faculty resources, and, in some instances, other miscellaneous matters. In most cases, the institutions responded with additional information which enabled staff to refine the respective institutional reports.

The revised reports were mailed back to the respective institutions. The institutions were requested to list actions taken, in progress or planned, and to address each item contained in the reports. They were also asked to set a timeline for completion of each action. In summary, each institution was requested to develop an individual action plan for implementing the items in its report.

All institutions have responded as requested. They have been notified that a progress report on their actions is scheduled for April 1, 1994.

II. PROGRAM VIABILITY

The External Program Review Team reported that too many teacher education programs were being offered with insufficient staffing and, in many cases, with too little student enrollment. In fact, the first two of the 23 recommendations are directed to this finding. Consequently, program viability is a focus of the Action Plan for implementing the 23 recommendations.

Collectively, institutions are reporting the discontinuation of 41 programs and options in the teacher education departments/colleges. Some programs and options have been officially deleted, while others are in varying stages of deletion, phasing out, or suspension. In some instances, programs have been downgraded to options. The list contains three programs which have been discontinued at the University Center at Tulsa but not on the main campus of the institution offering them. Discontinuation does not necessarily mean deletion. In two instances, institutions have listed programs as "suspended." More definitive decisions on these two programs are likely to be forthcoming in the near future.

The total actions represent a net reduction in programs and options. For example, at one institution, three programs, namely B.S. Ed. Chem., B.S. Ed. Physics, and B.S. Ed. Biology, have been combined into a program entitled B.S. Ed. Science. However, only two programs are reported as discontinued. Another example is the combining of the undergraduate programs in Educational Technology and Educational Psychology into Instructional Psychology and Technology at another institution. The report lists only the discontinuation of Educational Technology. Similar actions have occurred at other institutions.

The institutions also report that 21 programs and options are under review with the assumption that the majority, if not all, of these programs and options will be discontinued in the next year.

The following is a depiction of the collective discontinuations and ongoing reviews of programs and options in teacher education programs among the twelve institutions:

Status	Total	Under Grad	Grad	Program	Option
Discontinued	41	27	14	27	14
Under Review	21	14	7	16	5

Appendix C contains a listing of specific programs and options by institution which have been discontinued or are under review.

III. CATEGORIES OF CONCERNS

The following is a discussion of the five categories of concerns as developed in the Action Plan.

A summary of activities pertaining to each of the 23 recommendations by the External Program Review Team is presented in the chart on pages 9, 10, and 11.

A. Program Rigor

Slightly more than one-third (8 of 23) of the recommendations of the External Program Review Team applies directly to the rigor of the teacher preparation programs. Therefore, a number of practices, policies, and matters of curriculum content are targeted in the implementation of the Action Plan. A total of 12 items are identified as needing attention at one or more institutions.

Three of the items have significance at nearly all the institutions. Intensification of instruction on the issues of classroom management, parent involvement, legal issues, exceptional and gifted students, and global and multicultural education is a concern at all institutions except one, where recent curricular modifications cover the content adequately. At other institutions, selected items are addressed effectively but one or more items needs strengthening at each.

Concern is also noted regarding the academic substance of education courses at all institutions except one. Strengths can be cited by each institutional program, but the overall academic rigor of teacher education courses cannot be validated convincingly.

Thirdly, the distribution of grades in education courses is significantly higher than in other upper division courses at all institutions except three. The discrepancy, when considered in the context of other existing data, is interpreted as a symptom of lack of rigor in teacher preparation programs.

Action plans to strengthen the teacher preparation programs in both content and substance have been submitted by all 12 institutions.

All institutions are also addressing concerns regarding the quality of student teaching and clinical experiences. So many variables exist which are not readily controllable by the higher education institutions in these areas that the issue is difficult to address. One university has initiated an innovative mentoring concept for its student teaching experience which has been adapted by two other schools. Another school is now involving arts and science faculty in the supervision of student teachers. Other institutions are also experimenting with different practices and procedures in this component of the teacher preparation program.

Six of the 12 items focus on graduate programs only. Ten of the 12 institutions offer graduate programs and/or courses. Most institutions need to upgrade selected quality indicators. Most serious of these items are the scholarship of the graduate faculty and the number and qualifications of adjunct faculty. Action plans have been submitted by the institutions to address these matters.

B. Faculty Resources

Five of the 23 recommendations of the External Program Review Team pertained to teacher education program faculty resources. As previously noted, a substantial number of teacher education programs and options have been discontinued and others are under review with the assumption that most, if not all, of them will be discontinued within the next year. A concern for program quality in conjunction with fiscal realities has a significant impact upon these decisions.

Six items affecting the implementation of the five recommendations are identified for action by one or more of the institutions. Connection of faculty professional development to a faculty evaluation system is cited for all institutions except one, which has a working relationship between development and evaluation in place.

The second most-listed item is the promotion of the scholarly productivity of faculty. Five institutions are cited on this item.

All institutions have active programs for the recruitment of minority faculty; but in most institutions, the programs have not been fruitful. Staff has drafted an incentive plan for the recruitment of minority faculty members and is preparing a proposal for obtaining external funding to implement it. The plan is in the process of revision to meet the provisions of recent court decisions which affect it.

C. Technology

Significant activities among all institutions, primarily on an individual institutional basis, are underway to technologically update the institutions, including teacher education programs. All have budgeted sums of money anticipated to come from the capital bond program for this purpose. Generally, the institutions will establish and/or update existing educational computer laboratories and equip faculty offices with personal computers. Specifically, though, a number of innovations are underway, planned, or being discussed.

One university is constructing a new college of education building which will be equipped with state-of-the-art capacity for multi-media delivery of instruction.

Another noteworthy activity is the proposed innovative teacher education program at another

institution. The program features the use of technology to monitor and manage a core curriculum. The institution was approved for a planning grant by the State Regents to develop a proposal for a quality initiative grant to implement the program in the 1994-95 academic year.

The capacity for delivering instruction by interactive television now exists at several sites within the state. During the 1992-93 academic year, professional education courses were delivered by this mode and an increased number of courses is scheduled for the current academic year.

Efforts to coordinate telecommunication delivery of courses and programs have also begun.

D. Interrelationships/Leadership

Seven of the recommendations of the External Program Review Team dealt with interrelationships and leadership among institutions, agencies, organizations, and others with interests in and responsibilities for teacher preparation programs in Oklahoma.

The State Regents appointed Dr. Curtis L. Englebright to the staff immediately following the submittal of the recommendations, one of which was to employ the services of a staff member who was knowledgeable about teacher education.

Staff has been meeting regularly with the Educational Professional Standards Board, the Oklahoma Commission for Teacher Preparation, and the Oklahoma Association of College Teachers of Education. Each of the three organizations has a number of subcommittees addressing matters of educational reform and the Regents' staff member is an active participant. In addition, he attends the other committee meetings as an observer.

Among the subjects being addressed by these organizations are: implementation of H.B. 2246; general education standards; subject matter majors for secondary teachers; middle school certification; the professional education component; expansion of the Entry-Year Program into a professional induction experience; continuing education of teachers; certification of school principals; and elementary teacher certification. Reports of these bodies will be forthcoming this fall.

A Curriculum Outcomes Committee has been formed and meets monthly to conceptualize the pre-service curriculum for teacher preparation as prescribed in H.B. 2246. The committee, chaired by Dr. Englebright, consists of 14 teacher education faculty members, 13 arts and sciences faculty members, two education deans, two arts and sciences deans, three classroom teachers, and one superintendent. The committee is developing a set of assumptions about the educational environment and the needed competencies of teachers for the twenty-first century. The committee's work is currently in the rough draft form and is undergoing refinement. When completed, it will serve as a basis for the reformed pre-service curriculum for teacher preparation.

Another initiative of the Regents' staff is a planning committee of education deans to conduct the first statewide leadership conference for deans and directors of teacher education. The conference is planned to precede the annual meeting of the Oklahoma Association of College Teachers of Education in Oklahoma City in early December.

E. Teacher Certification

Two recommendations by the External Program Review Team involved teacher certification. Regarding the first, the State Department of Education now facilitates certification from other states. The second recommendation was to create middle school certification. A subcommittee of the Educational Professional Standards Board has developed a proposal which will be forwarded for action in the near future.

IV. INNOVATIVE TEACHER EDUCATION PROPOSALS

In order to encourage innovation in teacher education programs among institutions, the Chancellor requested that institutions submit proposals to be considered for incentive grant funding. Seven institutions developed proposals. Out-of-state reviewers rated two of the proposals worthy of further development. The two institutions, East Central University and Cameron University, refined the proposals and were awarded planning grants of $20,000 and $16,000 respectively to prepare the programs for consideration by the State Regents for funding and implementation during the 1994-95 academic year.

The East Central University proposal features extensive development of software and usage of technology to monitor and manage a core curriculum. Other innovative attributes are an outcomes based curriculum; flexibility of student rates of progress; criterion referenced assessment; a training component for faculty; and a built-in program assessment.

The Cameron University proposal provides for an outcomes based curriculum; cohort groups' partnership with Lawton Public Schools; and authentic assessment procedures. The program is five years in length and culminates with a Master of Arts in Teaching degree.

V. NCATE ACCREDITATION

A strength of Oklahoma's teacher preparation programs is the participation in the National Council for Accreditation of Teacher Education (NCATE) accreditation process. Each of the 12 institutions submits its programs for thorough self-study and external review on a prescribed schedule. Nine institutions have been accredited after meeting the recently revised and more rigorous 13 standards applied to both undergraduate and graduate programs. The decision on one university is pending, awaiting action by the NCATE Unit Accrediting Board at its semi-annual meeting in September of 1993. Two institutions failed to be accredited, and both are upgrading their programs for re-submittal.

On the minus side, with one notable exception, every other institution has failed to meet at least one standard. Some have been accredited with stipulations. Some have been accredited with selected standards unmet. All have had significant weaknesses cited.

Four institutions failed Standard I.A--Curriculum Design. The implications of failing this standard are a concern. Reference will be made to it later in this report.

Meeting Standard IV.B--Faculty Load has been a problem for many institutions, but all except one university are now in compliance. The remaining university has submitted a plan to bring its program into compliance.

Cultural diversity among students, an element of Standard III.A--Admission, and among faculty, an element of Standard IV. A--Faculty Qualifications and Assignments, has generally been a problem for Oklahoma institutions. All institutions have active programs addressing the matter of cultural diversity among both the student body and the faculty, but progress has been limited.

Institutions have failed to be in compliance with other standards and elements of standards of lesser concern in specific instances. In most cases, these have been satisfactorily addressed.

On the other hand, few strengths among state universities are cited by the NCATE process. Again, one university is a notable exception, having an unusually and very commendably high number of strengths listed by the NCATE Board of Examiners.

In summary, being accredited by NCATE assures a certain level of teacher preparation quality but is not the optimal accomplishment as sometimes viewed by institutions and others.

The accreditation process itself as practiced in Oklahoma deserves comment. Oklahoma is one of several states which employs a joint NCATE Board of Examiners (BOE)/State Department of Education visit. The effectiveness of the joint visit is generally highly rated (4.37 on a 5-point scale in a recent nationwide survey). However, selected quotations from a May, 1993 article by NCATE Vice President Donna M. Gollnick entitled "What Makes Successful Joint Visits?" are noteworthy:

> "NCATE has now been conducting joint visits with state agencies for nearly five years."
>
> "Training is as important for state representatives as for BOE Members."
>
> ". . . some state agencies have provided much more assistance to institutions than others. Many of those with high rates of success . . . have provided technical assistance to institutions in the form of workshops, visits, and/or consultants."
>
> "Overall, the joint visits have been very successful . . . However, there have been a few visits in which the state representatives on a joint team have viewed their role as protectors of the institutions within the state. The difference between BOE and state members is glaring when votes on whether a standard is met are divided by NCATE and state identifications. If partnerships are going to work, all team members must have as their foremost concern the preparation of outstanding teachers."

Participation by a Regents' staff member in the BOE/State Department of Education joint visit is desirable. Technical assistance to the institutions needs to be initiated to improve both the quality of institutional programs and the accreditation process. A case in point is the need to assist institutions on Standard I.A.-- Curriculum Design.

VI. THE HOLMES GROUP

The University of Oklahoma and Oklahoma State University are both active members of the Holmes Group. The Holmes Group is a national consortium of research universities committed to reform and research in their programs for teacher preparation. It is both a

mutual assistance network and an organization dedicated to setting and maintaining high standards.

Currently, the organization is working on three reform fronts: professional and clinical studies, pursuit of equity and cultural diversity, and reformation of educational inquiry.

VII. SUMMARY OF ACTIVITIES RESPONDING TO 23 RECOMMENDATIONS OF EXTERNAL PROGRAM REVIEW TEAM

The following chart provides a summary of activities which have addressed the 23 recommendations of the External Program Review Team.

RECOMMENDATIONS	ACTIVITIES
1. Match programs to the size and capability of faculty.	Forty-two programs and options are in various stages of discontinuation. An additional twenty-one are under review with the assumption that a majority, if not all, of these will be discontinued within the next year. Review of other programs is ongoing.
2. Set minimum productivity standards and eliminate programs which do not meet them.	What constitutes a critical mass of students varies by program. Considerations of quality in conjunction with fiscal realities and productivity have been applied to each program. See results in Recommendation One above.
3. Examine graduate programs for rigor, administration, and resource support; eliminate what does not meet Council of Graduate Schools guidelines.	Graduate programs at the comprehensive universities have the expected quality indicators. Plans for increasing the scholarly productivity, reducing the number of adjunct faculty, upgrading the quality of adjuncts, and addressing other items of concern have been filed by the other institutions with graduate programs and courses where the concerns exist.
4. Develop faculty overload and adjunct faculty review policies.	Faculty overload has been eliminated at all but three institutions. At only one does it remain a serious item. The problem is being addressed at all three. Adjunct faculty review policies are now in place at all institutions.
5. Name State Regents' staff member to coordinate teacher education efforts.	Action completed by State Regents November 1, 1992.
6. Require a major in an academic discipline for secondary certification. Set a date to eliminate/decrease endorsements as certification of subject matter teachers.	Subcommittees of the Oklahoma Commission for Teacher Preparation and of the Educational Professional Standards Board and the State Regents' Curriculum Outcomes Committee are addressing these issues.
7. Strengthen academic preparation for elementary teachers.	(Same as 6 above.)
8. Report on grades comparison between education classes and other classes.	At the nine institutions where disparity exists, action is underway to reduce grade inflation in education courses. Staff is updating comparisons for the 1992-93 academic year.

RECOMMENDATIONS	ACTIVITIES
9. Discover unnecessary course duplication; determine appropriate course sequence.	All course syllabi have been reviewed and present a reasonable non-duplicative sequence. Apparently, duplication, when it occurs, is in the delivery. Institutions are examining the matter of delivery.
10. Obtain financial commitment to computer and other technology.	Individual institutions have committed substantial sums from the capital bonds moneys to upgrading technology for instructional purposes. Construction of a new college of education building fully equipped for multi-media delivery of instruction is under way at one institution. Some teacher education courses have been and are being delivered via interactive television. Efforts to coordinate telecommunication delivery of teacher education programs and courses have begun.
11. Intensify preparation in classroom management, parent involvement, legal issues, exceptional and gifted students, and global and multicultural education.	All institutions do some topics well. Except for one institution, all need to strengthen one or more of the topics. Institutions have developed plans to do so.
12. Improve relationship between State Department of Education and State Regents.	Collaboration among staff has increased in the teacher education reform efforts.
13. Enhance cooperation and communication between and among universities, education agencies, and private business.	Relationships between and among institutions and State Regents' staff are positive in the teacher preparation program review process. Efforts are continuing with the other sectors.
14. Focus on professional development of faculty to model a variety of effective teaching styles.	All institutions have faculty evaluation procedures and all administer state-mandated faculty professional development plans. Articulation between the two exists at only one institution. Faculty evaluation systems employ student evaluations at all institutions. Other input, peer and administrative, varies among institutions. At six institutions, criteria are not identified for evaluation of areas of faculty performance. Institutional plans are filed to increase the rigor of faculty evaluation and to connect it with faculty development at all institutions.

RECOMMENDATIONS	ACTIVITIES
15. Increase quality control and strengthen teaching and clinical components.	The issues vary among institutions. Staffing logistics, qualifications of staff, relationships with common schools, qualifications and training of cooperating teachers, cultural characteristics of common schools, use of adjuncts, use of student teachers as substitute teachers, compensation for cooperating teachers, and the mentoring concept are among the issues. All institutions are experimenting with policies, procedures, and/or practices to strengthen these components.
16. Facilitate transfer of courses and programs among institutions and facilitate articulation of programs between two- and four-year institutions.	Ongoing. Staff addressed annual conference of Oklahoma Association of Community/ Junior Colleges March 5, 1993. Met with committee of three community/junior college presidents February 11, 1993.
17. Retain control of entry, curriculum and exit of teacher education programs by four-year institutions.	In effect.
18. Increase emphasis on hiring minority faculty and recruiting minority students.	A plan for recruitment and retention of junior minority faculty has been drafted and is currently being revised to comply with recent court decisions. The revised plan will be submitted for external funding. All institutions have active programs to increase the cultural diversity of faculty and students.
19. Establish statewide leadership institute for deans/directors of teacher education.	Staff has met with OACTE-appointed committee to plan first institute in conjunction with Annual Conference of OACTE in December, 1993.
20. Involve education and arts and science faculty in the implementation of H.B. 2246.	Curriculum Outcomes Committee consisting of 13 arts and sciences faculty, 14 education faculty, two arts and sciences deans, two education deans, three classroom teachers, and one superintendent are meeting monthly in response to Section 3 of H.B. 2246.
21. Improve teacher certification reciprocity with other states.	State Department of Education has established policies and procedures facilitating the certification of teachers transferring from other states.
22. Create special certification for teaching in the middle schools.	Being developed by subcommittee of the Educational Professional Standards Board.
23. Increase faculty requirement to teach in the public schools to minimum of 10 hours/year.	No activity to date. Present requirement is five hours/year.

VIII. CONCLUSIONS

The following conclusions are drawn from the process at this time:

1. Much progress has been made in addressing the 23 recommendations of the External Program Review Team;

2. An attitude of cooperation, positiveness, and professionalism has prevailed;

3. A climate for implementing change and for monitoring the quality of and in teacher education programs now exists in the system;

4. The institutions are responsive to positive and forthright state leadership;

5. Substantial increases in fiscal resources are required to address some of the more serious quality indicators;

6. Increased human efforts and fiscal resources are needed to utilize educational technology at a level where its impact can make a difference in the quality of teacher preparation programs; and

7. Monitoring of the progress of institutional action plans as submitted is required for progress to continue.

APPENDIX A

Response to Recommendations of Teacher Education External Program Review Team

RESPONSE TO RECOMMENDATIONS OF TEACHER EDUCATION EXTERNAL PROGRAM REVIEW TEAM

RECOMMENDATION	ACTION BY	EFFECTIVE	DIRECT COSTS
I. PROGRAM RIGOR			
2. Set minimum productivity standards and eliminate programs which do not meet them.	Institutions State System	August 15, 1993	No direct cost to implement; will result in institutional reallocation of funds.
3. Examine graduate programs for rigor, administration, and resource support; eliminate what does not meet Council of Graduate Schools guidelines.	Institutions State System	August 15, 1993	No direct cost to implement; will result in institutional reallocation of funds.
6. Require a major in an academic discipline for secondary certification. Set a date to eliminate/decrease endorsements as certification of subject matter teachers.	Institutions State System State Department of Education	April 15, 1992	No direct cost.
7. Strengthen academic preparation for elementary teachers.	Institutions State System State Department of Education	April 15, 1993	No direct cost.
8. Report on grades comparison between education classes and other classes.	Institutions State System	June 1, 1993 (First report)	No direct cost.
9. Discover unnecessary course duplication; determine appropriate course sequence.	Institutions	August 15, 1993	No direct cost.
11. Intensify preparation in classroom management, parent involvement, legal issues, exceptional and gifted students, and global and multicultural education.	Institutions	August 15, 1993	No direct cost.
15. Increase quality control and strengthen teaching and clinical components.	Institutions State Department of Education	August 15, 1993	No direct cost.

RECOMMENDATION	ACTION BY	EFFECTIVE	DIRECT COSTS
II. FACULTY RESOURCES			
1 Match programs to the size and capability of faculty.	Institutions State System	August 15, 1993	Will result in institutional reallocation of funds.
4. Develop faculty overload and adjunct faculty review policies.	Institutions	August 15, 1993	Direct cost.
14. Focus on professional development of faculty to model a variety of effective teaching styles.	Institutions	August 15, 1993	Direct cost.
18. Increase emphasis on hiring minority faculty and recruiting minority students.	Institutions State System State Department of Education	April 15, 1993	Direct cost.
23. Increase faculty requirement to tech in the public schools to minimum of 10 hours/year.	Institution State System State Department of Education		Direct cost.
III. TECHNOLOGY			
10. Obtain financial commitment to computer and other technology.	Institutions State System	Ongoing	Direct cost.
IV. INTERRELATIONSHIPS/LEADERSHIP			
5. Name State Regents' staff member to coordinate teacher education efforts.	State System	November 1, 1992 (completed)	Direct cost.
12. Improve relationship between State Department of Education and State Regents.	State System State Department of Education	Ongoing	No direct cost.

RECOMMENDATION	ACTION BY	EFFECTIVE	DIRECT COSTS
13. Enhance cooperation and communication between and among universities, education agencies, and private business.	Institutions State System State Department of Education	Ongoing	No direct cost.
16. Facilitate transfer of courses and programs among institutions and facilitate articulation of programs between 2-year and 4-year institutions.	Institutions State System		No direct cost.
17. Retain control of entry, curriculum and exit of teacher education programs by 4-year institutions.	Institutions State System	In effect	No direct cost.
19. Establish statewide leadership institute for deans/directors of teacher education.	State System	Conference to discuss report--January 1993 Leadership Symposium--April 1993	Direct cost.
20. Involve education and arts and science faculty in the implementation of H.B. 2246.	Institutions State System	Kicked off September 1992	No direct cost.
V. TEACHER CERTIFICATION			
21. Improve teacher certification reciprocity with other states.	State Department of Education		No direct cost.
22. Create special certification for teaching in the middle school.	State Department of Education		No direct cost.

APPENDIX B

Topics for Discussion at Institutional Visits

TOPICS FOR DISCUSSION AT INSTITUTIONAL VISITS

1. Enrollment/graduates in each teacher education program.
2. Syllabi of education courses.
3. Vitae of education faculty including adjuncts.
4. Faculty loads for the fall semester 1992 and the spring semester 1993.
5. Faculty evaluation forms.
6. Faculty development forms.
7. List of scholarly activities of faculty.
8. Grade distributions in education classes the fall 1992.
9. Criteria for graduate faculty membership.
10. Graduate education programs by courses, i.e., advisement sheets or catalog pages.
11. Percent of graduate and undergraduate sections taught by adjuncts.
12. Number of arranged or individual study courses in individual programs.
13. Comprehensive examination guidelines for graduate programs.
14. Intensive short-term courses or workshops in graduate programs.
15. Function of teacher education governance regarding unit communication and goalsetting.
16. Formalized relationships with world of practice.
17. Minority student recruitment program/activities.
18. Strengths of teacher education programs.
19. Concerns regarding teacher education programs.
20. Specific action in response to the 23 recommendations of in the Systemwide Teacher Education Program Review already taken.

APPENDIX C

Summary of Discontinuations and Reivew of Options in Teacher Education By Institution

SUMMARY OF DISCONTINUATIONS AND REVIEWS OF PROGRAMS AND OPTIONS IN TEACHER EDUCATION PROGRAMS BY INSTITUTION

August 15, 1993

ITEM	INSTITUTION	UNDER GRAD	GRAD	PROGRAM	OPTION	UNDER REV	DISCON.
Agriculture Education	Cameron	X		X		X	
Home Ec Education	Cameron	X			X		X
Ind Ed - Arch & Constr.	ECU	X			X		X
Ind Ed - Ind. Mngmt.	ECU	X			X		X
Ind Ed - Interior Arch	ECU	X			X		X
Technology Education	ECU	X			X	X	
Business Education	Langston	X			X		X
Music Education	Langston	X			X	X	
Speech/Theater Arts	Langston	X			X	X	
Elementary Education	NSU		X	X			X
Secondary Education	NSU		X	X			X
Library Media Instruction	NSU	X		X			X
Gifted Education	NSU		X		X	X	
Home Economics Education	NWOSU	X		X			X
Gifted Education	NWOSU		X	X			X
Business Education	NWOSU	X		X		X	
Music Education	NWOSU	X			X	X	
Industrial Education	NWOSU	X		X		X	

SUMMARY OF DISCONTINUATIONS AND REVIEWS OF PROGRAMS AND OPTIONS IN TEACHER EDUCATION PROGRAMS BY INSTITUTION

August 15, 1993

ITEM	INSTITUTION	UNDER GRAD	GRAD	PROGRAM	OPTION	UNDER REV	DISCON.
Marketing Education	OSU		X	X			X
Technology Education	OSU	X		X			X
Technology Education	OSU		X	X			X
Journalism Ed.	OSU	X			X		X
School Health (Tulsa)	OSU	X		X			X
Instruct. Tech (Tulsa)	OSU		X	X			X
Health Phys. Ed. (Tulsa)	OSU	X		X			X
Music Education	OSU	X		X		X	
Technical Education	OSU	X		X		X	
Technology Education	Panhandle	X		X			X
Home Ec Education	Panhandle	X		X			X
Physics Education	SEOSU	X		X			X
Chemistry Education	SEOSU	X		X			X
Modern Language	SEOSU	X		X			X
Modern Language	SEOSU		X		X		X
Home Economics Education	SEOSU	X		X			X
Home Economics Education	SEOSU		X		X		X
Art Education	SEOSU	X		X		X	

SUMMARY OF DISCONTINUATIONS AND REVIEWS OF PROGRAMS AND OPTIONS IN TEACHER EDUCATION PROGRAMS BY INSTITUTION

August 15, 1993

ITEM	INSTITUTION	UNDER GRAD	GRAD	PROGRAM	OPTION	UNDER REV	DISCON.
Technology Education	SEOSU	X		X		X	
Speech Education	SEOSU	X		X		X	
Reading Education	SEOSU		X		X		X
Gifted Education	SEOSU		X		X		X
Home Economics Education	SWOSU	X		X			X
Home Economics Education	SWOSU		X	X			X
Library Media Education	SWOSU	X		X			X
Music Education	SWOSU		X	X		X	
Physics Education	SWOSU		X	X		X	
Chemistry Education	SWOSU		X	X		X	
Industrial Education Gen.	UCO	X			X		X
Industrial Education Const.	UCO	X			X		X
Industrial Education Tech.	UCO	X			X		X
Safety Education	UCO	X		X			X
Education Admin. Gen.	UCO		X		X		X
Health - Phys. Education	OU	X		X			X
Health - Phys. Education	OU		X	X			X
Journalism Education	OU	X		X			X

SUMMARY OF DISCONTINUATIONS AND REVIEWS OF PROGRAMS AND OPTIONS IN TEACHER EDUCATION PROGRAMS BY INSTITUTION

August 15, 1993

ITEM	INSTITUTION	UNDER GRAD	GRAD	PROGRAM	OPTION	UNDER REV	DISCON.
School Counseling	OU		X	X			X
Educ. Technology	OU	X		X			X
Educ. Technology	OU		X	X		X	
Hist. & Philosophy Ed.	OU		X	X		X	
Educational Psychology	OU		X	X		X	
Spec. Ed. - M.H.	USAO	X		X			X
Spec. Ed. - LD	USAO	X		X		X	
Secondary Ed.	USAO	X		- (X)		X	

SUMMARY OF EXAMINATION OF TEACHER EDUCATION PROGRAM VIABILITY BY SELECTED INSTITUTIONS

August 15, 1993

Status	Total	Under Grad	Grad	Program	Option
Discontinued	41	27	14	27	14
Under Review	21	14	7	16	5